

HENDERSON SCHOOL



ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	1309
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Accountant / Service Provider:	Schooled Limited



HENDERSON SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Henderson School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Samantha Houghton	Presiding Member	Elected	Sept-28
Anthony Biddick	Principal ex Officio	Appointed	Current
Charlie Clarke	Staff Representative	Staff Representative	Sept-28
Fleur Noda	Parent Representative	Elected	Sept-28
Ravinesh Kumar	Parent Representative	Elected	Sept-28
Gary Mauga	Parent Representative	Elected	Sept-28
Aimee Gesto	Parent Representative	Elected	Sept-28
Kristina Tucker	Presiding Member	Elected	Sept-25
Kesi Anesi	Staff Representative	Elected	Sept-25
Nicole Eveni	Parent Representative	Elected	Sept-25
Ramona Toth	Parent Representative	Elected	Sept-25
Rebecca Doolan	Parent Representative	Elected	Sept-25

Henderson School

Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Samantha Houghton
Full Name of Presiding Member

Anthony John Biddick
Full Name of Principal

Samantha Houghton
Signature of Presiding Member

A Biddick
Signature of Principal

13/5/26
Date

13/5/26
Date

Henderson School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	3,654,185	3,117,399	3,619,737
Locally Raised Funds	3	39,016	22,000	45,380
Interest		9,048	12,000	17,549
Total Revenue		3,702,249	3,151,399	3,682,666
Expense				
Locally Raised Funds	3	56	-	386
Learning Resources	4	1,795,067	1,549,554	1,720,760
Administration	5	480,706	181,530	454,276
Interest		648	1,180	1,183
Property	6	1,423,664	1,439,894	1,502,368
Loss on Disposal of Property, Plant and Equipment		367	-	678
Total Expense		3,700,508	3,172,158	3,679,651
Net Surplus for the year		1,741	(20,759)	3,015
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		1,741	(20,759)	3,015

The above Statement of Comprehensive Revenue and Expenses should be read in conjunction with the accompanying notes which form part of these financial statements

Henderson School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		667,748	667,747	664,733
Total comprehensive revenue and expense for the year		1,741	(20,759)	3,015
Contribution - Furniture and Equipment Grant		9,009	-	-
Equity at 31 December		678,498	646,988	667,748
Accumulated comprehensive revenue and expense		678,498	646,988	667,748
Equity at 31 December		678,498	646,988	667,748

The above Statement of Change in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements

Henderson School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	114,574	454,206	409,157
Accounts Receivable	8	172,918	123,904	123,904
GST Receivable		22,300	10,087	10,088
Prepayments		8,580	5,480	5,480
Investments	8	300,000	-	-
Funds Receivable for Capital Works Projects	15	121,876	36,253	36,253
		<u>740,248</u>	<u>629,930</u>	<u>584,882</u>
Current Liabilities				
Accounts Payable	10	211,310	148,166	148,166
Borrowings	11	7,094	7,094	7,094
Revenue Received in Advance	12	-	8,870	8,870
Finance Lease Liability	14	4,992	3,210	7,832
Funds held for Capital Works Projects	15	103,053	471	471
		<u>326,449</u>	<u>167,811</u>	<u>172,433</u>
Working Capital Surplus/(Deficit)		413,799	462,119	412,449
Non-current Assets				
Property, Plant and Equipment	9	486,864	422,336	475,139
		<u>486,864</u>	<u>422,336</u>	<u>475,139</u>
Non-current Liabilities				
Borrowings	11	14,188	14,188	21,282
Provision for Cyclical Maintenance	13	195,723	211,110	195,320
Finance Lease Liability	14	12,254	12,169	3,238
		<u>222,165</u>	<u>237,467</u>	<u>219,840</u>
Net Assets		<u>678,498</u>	<u>646,988</u>	<u>667,748</u>
Equity		<u>678,498</u>	<u>646,988</u>	<u>667,748</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements

Henderson School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		730,437	716,771	775,769
Locally Raised Funds		36,016	22,000	45,380
Goods and Services Tax (net)		(12,212)	6,482	6,481
Payments to Employees		(322,404)	(302,999)	(325,519)
Payments to Suppliers		(331,928)	(362,474)	(400,482)
Interest Paid		(648)	(1,180)	(1,183)
Interest Received		4,328	12,029	17,578
Net cash from/(to) Operating Activities		103,589	90,629	118,024
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(120,046)	(35,000)	(79,550)
Purchase of Investments		(300,000)	-	-
Net cash from/(to) Investing Activities		(420,046)	(35,000)	(79,550)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,009	-	-
Finance Lease Movement		3,000	(26,094)	(8,900)
Repayment of Borrowings		(7,094)	(7,094)	(7,094)
Funds Administered on Behalf of Other Parties		16,959	(29,278)	(9,621)
Net cash from/(to) Financing Activities		21,874	(62,466)	(25,615)
Net increase/(decrease) in cash and cash equivalents		(294,583)	(6,837)	12,859
Cash and cash equivalents at the beginning of the year	7	409,157	461,043	396,298
Cash and cash equivalents at the end of the year	7	114,574	454,206	409,157

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded

Henderson School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Henderson School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 9.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

i) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	40 years
Furniture and Equipment	10 years
Information and Communication Technology	4 years
Leased Assets held under a Finance Lease	3-5 years
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on the comparison to recent market transactions

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

k) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

l) Employee Entitlements*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

m) Funds held for Capital works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

n) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

o) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

p) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

q) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

s) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	748,621	706,235	770,612
Teachers' Salaries Grants	1,422,427	1,188,210	1,325,083
Use of Land and Buildings Grants	1,196,900	1,222,954	1,249,600
Ka Ora, Ka Ako - Healthy School Lunches Programme	284,291	-	269,134
Other Government Grants	1,946	-	5,308
	<u>3,654,185</u>	<u>3,117,399</u>	<u>3,619,737</u>

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	720	-	3,125
Fees for Extra Curricular Activities	-	-	462
Trading	8,913	7,000	9,174
Fundraising and Community Grants	29,383	15,000	32,619
	<u>39,016</u>	<u>22,000</u>	<u>45,380</u>
Expense			
Extra Curricular Activities Costs	56	-	386
	<u>56</u>	<u>-</u>	<u>386</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>38,960</u>	<u>22,000</u>	<u>44,994</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	76,053	80,400	77,241
Employee Benefits - Salaries	1,579,570	1,335,210	1,495,044
Staff Development	27,628	31,000	21,237
Depreciation	111,130	99,944	111,181
Other Learning Resources	301	3,000	2,064
	<u>1,795,067</u>	<u>1,549,554</u>	<u>1,720,760</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	11,632	9,000	8,129
Board Expenses	10,309	6,250	3,547
Operating Leases	1,365	500	262
Other Administration Expenses	41,920	44,500	44,271
Employee Benefits - Salaries	112,127	104,300	109,634
Insurance	2,804	2,950	2,999
Service Providers, Contractors and Consultancy	13,343	10,400	12,175
Ka Ora, Ka Ako - Healthy School Lunches Programme	284,291	-	269,134
	<u>480,706</u>	<u>181,530</u>	<u>454,276</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	403	15,790	15,810
Heat, Light and Water	28,350	26,000	29,550
Rates	-	150	-
Repairs and Maintenance	60,301	45,000	82,503
Use of Land and Buildings	1,196,900	1,222,954	1,249,600
Employee Benefits - Salaries	50,252	55,000	56,567
Other Property Expenses	87,458	75,000	68,338
	<u>1,423,664</u>	<u>1,439,894</u>	<u>1,502,368</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	114,574	454,206	409,157
Cash and cash equivalents for Statement of Cash Flows	<u>114,574</u>	<u>454,206</u>	<u>409,157</u>

Of the \$114,574 Cash and Cash Equivalents \$103,053 is subject to restrictions for the following reasons:

- \$103,053 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 15.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	3,000	-	-
Receivables from the Ministry of Education	3,918	-	-
Interest Receivable	4,776	56	56
Teacher Salaries Grant Receivable	161,224	123,848	123,848
	<u>172,918</u>	<u>123,904</u>	<u>123,904</u>
Receivables from Exchange Transactions	7,776	56	56
Receivables from Non-Exchange Transactions	165,142	123,848	123,848
	<u>172,918</u>	<u>123,904</u>	<u>123,904</u>

8. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	300,000	-	-
Total Investments	<u>300,000</u>	<u>-</u>	<u>-</u>

9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	70,271	34,739	-	-	(8,996)	96,014
Furniture and Equipment	302,349	74,716	(264)	-	(60,904)	315,897
Information and Communication Technology	81,573	10,591	-	-	(33,422)	58,742
Leased Assets	10,113	14,009	(103)	-	(7,808)	16,211
Library Resources	10,833	-	-	(10,833)	-	-
	475,139	134,055	(367)	(10,833)	(111,130)	486,864

The net carrying value of furniture and equipment held under a finance lease is \$16,211 (2024: \$10,113)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	394,572	(298,558)	96,014	359,833	(289,562)	70,271
Furniture and Equipment	787,831	(471,934)	315,897	719,602	(417,253)	302,349
Information and Communication Technology	248,434	(189,692)	58,742	252,066	(170,493)	81,573
Leased Assets	20,239	(4,028)	16,211	29,942	(19,829)	10,113
	1,451,076	(964,212)	486,864	1,387,515	(912,376)	475,139

10. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	38,123	5,074	5,074
Accruals	8,188	5,245	5,245
Banking Staffing Overuse	-	7,342	7,342
Employee Entitlements - Salaries	162,070	123,847	123,847
Employee Entitlements - Leave Accrual	2,929	6,658	6,658
	211,310	148,166	148,166
Payables for Exchange Transactions	49,240	24,319	24,319
Payables for Non-exchange Transactions - Other	162,070	123,847	123,847
	211,310	148,166	148,166

The carrying value of payables approximates their fair value.

11. Borrowings

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Loans due in one year	7,094	7,094	7,094
	<u>7,094</u>	<u>7,094</u>	<u>7,094</u>
Loans due after one year	14,188	14,188	21,282
	<u>14,188</u>	<u>14,188</u>	<u>21,282</u>

The school has borrowings at 31 December 2025 of \$21,282 (31 December 2024 \$28,378). This loan is from the Energy Efficiency and Conservation Authority for the purpose of lighting. The loan is unsecured, interest free and the loan is payable with interest in equal instalments of \$1,774.

12. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	8,870	8,870
	<u>-</u>	<u>8,870</u>	<u>8,870</u>

13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	195,320	195,320	179,510
Increase to the Provision During the Year	403	15,790	15,810
Provision at the End of the Year	<u>195,723</u>	<u>211,110</u>	<u>195,320</u>
Cyclical Maintenance - Non current	195,723	211,110	195,320
	<u>195,723</u>	<u>211,110</u>	<u>195,320</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan.

14. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	6,297	3,210	8,480
Later than One Year	13,932	12,169	3,528
Future Finance Charges	(2,983)		(938)
	<u>17,246</u>	<u>15,379</u>	<u>11,070</u>
Represented by			
Finance lease liability - Current	4,992	3,210	7,832
Finance lease liability - Non current	12,254	12,169	3,238
	<u>17,246</u>	<u>15,379</u>	<u>11,070</u>

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
1: DQLS and Toilet Upgrade 238350		471	662,002	(560,975)	-	101,498
Blk 2 Rms 6-9 Upgrade		(19,074)	-	-	19,074	-
1-3, 6, 11-13: Electrical Infrastruct 238348		(17,179)	34,148	(15,414)	-	1,555
3,6:DQLS & Toilet Refurbishment 238351		-	-	(60,664)	-	(60,664)
2,3 DQLS Upgrade 255925		-	-	(61,211)	-	(61,211)
Totals		<u>(35,782)</u>	<u>696,150</u>	<u>(698,264)</u>	<u>19,074</u>	<u>(18,822)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	103,053
Funds Receivable from the Ministry of Education	(121,875)

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project. These costs related to closed projects and were recognised as property expenses at the end of 2025.

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
2: DQLS plus Heating & Toilet Ref 238349		-	56,827	38,367	(173)	18,633
1,2,3 & 6 Roofworks 238347		-	34,039	-	(35,774)	1,735
1: DQLS and Toilet Upgrade 238350		-	16,320	-	(15,849)	-
Blk 2 Rms 6-9 Upgrade		-	1,515	-	(17,559)	-
1-3, 6, 11-13: Electrical Infrastruct 238348		-	-	-	(17,179)	-
Totals		<u>(26,160)</u>	<u>56,544</u>	<u>(86,534)</u>	<u>20,368</u>	<u>(35,782)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	471
Funds Receivable from the Ministry of Education	(36,253)

16. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

17. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	2,915	4,125
<i>Leadership Team</i>		
Remuneration	296,553	283,933
Full-time equivalent members	2	2
Total key management personnel remuneration	299,468	288,058

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee (3 members) that meet twice a year and Property Committee (2 members) that meet once a year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	4-7	4-7
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	4.00	3.00
110 - 120	2.00	0.00
120 - 130	1.00	1.00
	7.00	4.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2025 Actual	2024 Actual
Total	\$ -	\$ -
Number of People	-	-

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

20. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$67,502 (2024:\$540,680) as a result of entering the following contracts:

Contract Name	Contract Amount	Amount Spent in Prior Year	Amount Spent in Current Year	Total Amount Spent	Remaining Capital Commitment \$
1: DQLS and Toilet Upgrade	635,869	25,029	560,975	586,004	49,865
1-3, 6, 11-13: Electrical Infrastructure	38,283	17,179	15,414	32,593	5,690
3,6:DQLS & Toilet Refurbishment	64,000	-	60,664	60,664	3,336
2,3 DQLS Upgrade	69,822	-	61,211	61,211	8,611
Total					67,502

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

(b) Operating Commitments

As at 31 December 2025, the Board has entered into no contracts.

The total lease payments incurred during the period were \$0 (2024: \$0).

21. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	114,574	454,206	409,157
Receivables	172,918	123,904	123,904
Investments - Term Deposits	300,000	-	-
Total financial assets measured at amortised cost	<u>587,492</u>	<u>578,110</u>	<u>533,061</u>

Financial liabilities measured at amortised cost

Payables	211,310	148,166	148,166
Borrowings - Loans	14,188	14,188	21,282
Finance Leases	17,246	15,379	11,070
Total financial liabilities measured at amortised cost	<u>242,744</u>	<u>177,733</u>	<u>180,518</u>

22. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

INDEPENDENT AUDITOR'S REPORT**To the readers of Henderson Primary School's financial statements
for the year ended 31 December 2025**

The Auditor-General is the auditor of Henderson Primary School (the School). The Auditor-General has appointed me, Annie Uy, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

- a) present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the School's financial performance and cash flows for the year then ended; and
- b) comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 13 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the *Responsibilities of the auditor* section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to close or merge the School, or has no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Annie Uy
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand



Te Kura o Te Kōpua Henderson Primary School (1309) 2025 Analysis of Variance

This Analysis of Variance has been completed by analysing Henderson Primary School's Annual Goals and highlighting the met annual aims **red**, the partially met annual aims **orange** and the still working towards annual aims **green**. Goals that have partially or not been met will be reviewed and may be incorporated into our 2026 Annual Goals.



Principals' endorsement: *[Signature]*
Board endorsement: *[Signature]*

Strategic Plan 2025—2027

<p>Curriculum Strategic Goal</p> <p><i>Embed a culturally relevant localised curriculum across our kura/school</i></p>	<p>Personnel Strategic Goal</p> <p><i>Grow kaiako/teachers and kaiarataki/leaders pedagogical knowledge, skills and understanding.</i></p>	<p>Community Strategic Goal</p> <p><i>Create strong learner focused partnerships with HPS whānau/families</i></p>	<p>Property Strategic Goal</p> <p><i>Develop a 'fit for purpose' learning environment</i></p>	<p>Finance Strategic Goal</p> <p><i>Ensure our kura/school is financially stable</i></p>
<p>Success</p> <p><i>Tamariki/children are empowered as learners</i></p>	<p>Success</p> <p><i>Knowledgeable, skilled kaiako/teachers and kaiarataki/leaders with a growing understanding of pedagogy and andragogy</i></p>	<p>Success</p> <p><i>HPS tamariki/children, whānau/families, kaiako/teachers and kaiarataki/leaders are partners in</i></p>	<p>Success</p> <p><i>A healthy, safe learning environment is enjoyed by all HPS tamariki/children and kaimahi/employees</i></p>	<p>Success</p> <p><i>A financially stable kura is empowered to support teaching and learning</i></p>
<p>Initiatives and Operations</p> <p><i>Align HPS Curriculum with the NZ curriculum</i></p> <p><i>Improve outcomes for priority learners</i></p> <p><i>Develop student agency by moving from compliance to engagement to empowerment</i></p> <p><i>Implement and review HPS Literacy and Numeracy progressions</i></p> <p><i>All tamariki working at or above Level 3 of the NZC, in Reading, Writing and Maths, by the end of Year 6</i></p> <p><i>Remove food as a barrier to learning</i></p>	<p>Initiatives and Operations</p> <p><i>Improve kaiako and kaiarataki practice through embedding a Professional Growth Cycle (PGC)</i></p> <p><i>Strengthen our normalisation of te ao Māori/ Māori world view at our kura through the Mana Kura project with Te Kawerau ā Maki</i></p> <p><i>Develop and implement HPS literacy programmes (Structured literacy PLD) by 2025</i></p> <p><i>On-going development of digital literacy best practice</i></p> <p><i>On-going engagement with WAPA2020 community of</i></p>	<p>Initiatives and Operations</p> <p><i>Create a high quality learning community by developing strong partnerships with HPS whānau</i></p> <p><i>Implement a cycle of regular community consultation with</i></p>	<p>Initiatives and Operations</p> <p><i>Implement 5 year agreement (5YA) planned work</i></p> <p><i>Implement HPS 10 year Property Strategic Plan</i></p> <p><i>Develop flexible learning environments that enhance collaboration</i></p> <p><i>Develop environmentally sustainable energy sources</i></p>	<p>Initiatives and Operations</p> <p><i>Develop and implement HPS 10 year Finance Strategic Plan</i></p> <p><i>Establish and implement financially sustainable practices</i></p>



Strategic Goal: *Embed a culturally relevant localised curriculum across our kura/school.*

What does success look like? *Tamariki/children are empowered as learners.*

2025 Curriculum Initiatives and Operations:

- *Align HPS Curriculum with the NZ Curriculum (NZC).*
- *Develop student agency by moving from compliance to engagement to empowerment.*
- *Initiate HPS Maths progressions and review HPS Literacy progressions.*
- *All tamariki working at or above Level 3 of the NZC, in Reading, Writing and Maths, by the end of Year 6.*
- *Remove food as a barrier to learning.*

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<p>1. Build strong inclusive relationships through valuing student identity, language and cultural competence.</p> <p>2. Ensure opportunities for learning are articulated through formative practices.</p>	<ul style="list-style-type: none"> • Staff maintain a positive value perspective in all interactions with students. • Teachers knowing their students - through encouraging and listening to them, and having empathy for them in their circumstances • Staff value student's individual identity, culture and personal strengths. • Teachers providing learning contexts that are culturally responsive and link into prior experiences • Ensuring that the HPS class paepae process is utilised to facilitate the building of relationships. • Key Competencies: Students are introduced to strategies to support self-awareness and ability to calm themselves and focus on their learning. This will be a part of supporting overall wellbeing. • Learner Voice: Use student and teacher voice, as well as other forms of evidence and assessment to inform planning, teaching, learning and curriculum design. • Develop opportunities for learners to know themselves as learners, by building capacity for lifelong learning. Eg student agency, growth mindset, learning to learn, reflection. • Foster learner progress and achievement by identifying educational needs and providing teaching and learning programmes that will raise achievement, particularly in the areas of Literacy and Numeracy. • Literacy and Numeracy progressions are developed and used by learners and teachers to support learners to develop student agency. Student agency allows students to: <ul style="list-style-type: none"> ○ Be empowered as learners. ○ Articulate what they are learning. ○ Articulate how they and their teacher are helping them with their learning. ○ Articulate why they are learning. ○ Create understanding. ○ Co-construct new learning with peers, experts and whānau. ○ Share their learning. • We need to reflect on our teacher modelling, making sure that each stage of the learning process is being explicitly taught and draw on 'high quality' practices from a range of sources to support the process. 	<ul style="list-style-type: none"> • HPS Curriculum is in alignment with the NZ Curriculum (NZC). • Develop Student agency in tamariki by moving from compliance to engagement to empowerment. • Implement and review HPS Literacy and Numeracy Learning Progressions.

<p>3. Clear and regular reporting of learner achievement.</p>	<ul style="list-style-type: none"> • Identifying next steps in learning – Student’s specific goals are recorded in their Record of Learning (RoL) journals and books. • We use exemplars & models to show expectations. • Teaching students to be better learners: language of learning used by students as ‘their tool’ to assist/support their learning. • Deliberate Acts of teaching are utilised to enhance learning and shown in Teacher planning. • Continue to seek increased involvement of whānau and community as resource people particularly in student learning. • Consistent, regular reflection by staff (formally at meeting times and informally, in the course of the day to day teaching and conferencing with students). 	<ul style="list-style-type: none"> • All tamariki are working at or above Level 3 of the NZC, in Reading, Writing and Maths, by the end of Year 6.
<p>4. Remove food as a barrier to learning.</p>	<ul style="list-style-type: none"> • Interviews with whānau of all new enrolments. • Support transition adjustment: build positive relationships and good communication with whānau. • Moderation of literacy and numeracy practice by all staff to develop consistency and confidence in making OTJ’s. • Mid/end of year OTJ’s. • Co-construction of Learning Goals: Continue to involve parents in the term 2 & 4 collaborative co-construction of learning goals with the teacher and child at Student led (3-way) learning conferences. • Collect, analyse and report on student achievement data and against target students as per the agreed assessment plan. • Share achievement information with teaching staff, BoT and whānau. 	<ul style="list-style-type: none"> • Food as a barrier to learning is removed.

Strategic Goal: *Embed a culturally relevant localised curriculum across our kura/school.*

What does success look like? *Tamariki/children are empowered as learners.*

2025 Curriculum Initiatives and Operations:

- Improve outcomes for priority learners; Māori and Pasifika.

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<p>1. Foster Māori & Pasifika learner progress and achievement by identifying educational needs and providing teaching and learning programmes that will raise achievement, particularly in the areas of Literacy and Numeracy.</p> <p>2. Māori & Pasifika learners and their whānau are actively engaged in an ongoing partnership with the school.</p> <p>3. Data collection, analysis, evaluation, planning and reporting.</p> <p>4. Clear and regular reporting of Māori & Pasifika learner achievement.</p>	<ul style="list-style-type: none"> • Māori & Pasifika students either requiring extra support to raise achievement levels or be challenged further (GATE) are identified and programmes are put in place. Learning Support Workers designated to At Risk learners as a priority. • Implementation of Whānau Hub and Whānau Support Group. • Continuation of Kapa Haka, and Tikanga Māori programmes that are offered to all students; teachers will foster and promote te reo Māori. • Understandings of cultural traditions, language, local and national issues are incorporated into classroom programmes. • Use of Te Reo Māori in school communications. • Consideration of Māori & Pasifika dimension in school curriculum. • Classroom teachers will be responsible for: <ul style="list-style-type: none"> ○ identifying the ethnicity of all students in their class. ○ tracking learning, progress and achievement of Māori & Pasifika students. ○ closely monitoring and regularly evaluating the needs of ‘at risk’ Māori & Pasifika learners. ○ establishing and implementing ‘targeted learning’ for at risk Māori & Pasifika learners. ○ keep the SENCo informed of changing needs, progress and achievement of at risk Māori & Pasifika learners. ○ maintain a body of clear evidence supporting teacher judgements concerning all Māori & Pasifika students achieving below and well below expected achievement standards in reading, writing and maths. ○ incorporate teaching strategies that promote accelerated learning for ‘at risk’ Māori & Pasifika learners. • Collect, analyse and report on student achievement data and against target students as per the agreed assessment plan. Share Māori & Pasifika achievement information with teaching staff, BoT and whānau. 	<ul style="list-style-type: none"> • All Māori & Pasifika students are achieving at or above the NZC level 3, in Reading, Writing and Maths, by the end of year 6. • Māori & Pasifika students and their whānau/families feel their culture is valued and they are actively engaged in all aspects of Henderson Primary School and the School community e.g. parent helpers, BoT and Whānau Support Group. • All teachers of Māori & Pasifika students can converse with learners and their whānau about their child’s learning and achievement. • Māori & Pasifika learner achievement is recorded and available for analysis.

Strategic Goal: *Embed a culturally relevant localised curriculum across our kura/school.*

What does success look like? *Tamariki/children are empowered as learners.*

2025 Curriculum Initiatives and Operations:

- Improve outcomes for priority learners; special education needs.

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<p>1. There is clear evidence the school is implementing programmes for individuals and groups of learners with special education needs.</p> <p>2. To implement a school-wide programme for monitoring progress during the year for learners with special education needs.</p> <p>3. Appropriately report progress of learners with special education needs in the Annual Report.</p> <p>4. The Board to provide a focus on provision of professional learning for the senior leadership team/teachers regarding the inclusion of teaching and learning for learners with special education needs.</p>	<ul style="list-style-type: none"> • Tamariki with special educational needs (achieving below, or well below the level expected for their age; students who are under achieving for the level expected for their ability; students who are achieving at a level above that expected for their age, and time at school), to be identified and their progress logged in our children with special needs/abilities (CWSN/CWSA) register. Regular monitoring of CWSN/CWSA to occur (Week 5 & 10 Term 1-3 & Week 7 T4). • Timetable created to track each child is being monitored regularly. • Individual Education Plan and Student Support Register used at each meeting to monitor and record summary of progress made and further ideas for ways of supporting these students. Support can be in-class, in-school and external agencies. • SENCo gathering data for CWSN/A; analysing the data for specific learning needs and teachers collectively deciding on next steps and forward focus. • This information can be shared at Team/Staff Meetings and at Board Level to indicate trends and progress towards accelerating the learning of these students. • Professional learning to be made available for addressing the needs of the students and their specific needs as opportunities avail and where appropriate. Some professional learning can take place within the school, within local schools, provided by the Ministry and through e-learning. 	<ul style="list-style-type: none"> • Tamariki with special educational needs will be monitored regularly, progress identified and new learning progressions identified and possible strategies shared between teaching staff. • Regular Monitoring of students • CWSN/A kept up to date and records in Support Register updated (Week 5 & 10 Term 1-3 & Week 7 T4). • Unified effort that is consistent and focused on the learner and their needs. • Principal and Board informed of progress. • Staff are supported in providing for the specific needs of our tamariki.

Strategic Goal: *Grow kaiako/teachers and kaiarataki/leaders pedagogical knowledge, skills and understanding.*

What does success look like? *Knowledgeable, skilled kaiako/teachers and kaiarataki/leaders with a growing understanding of pedagogy and andragogy.*

2025 Personnel Initiatives and Operations:

-Improve kaiako and kaiarataki practice through embedding a Professional Growth Cycle (PGC).

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<p>1. To support and encourage kaiako/teachers and kaiarataki/leaders to develop their personal efficacy as teachers, professionals and leaders of learning through a Professional Growth Cycle.</p>	<ul style="list-style-type: none"> • Kaiako & kaiarataki will engage with the HPS Educational Leader Professional Growth and Attestation system to help them reflect on their practice as Educational Leaders. • Kaiako will engage in a PGC to help them reflect on and improve their teaching practice. Teachers chosen focus area(s) will be shared with their colleagues. • Engage staff and tamariki in self-review surveys: Term 4- NZCER Teacher Workplace Survey; Term 1-4 Pulse Wellbeing (Y5-6). 	<ul style="list-style-type: none"> • HPS Educational Leader Professional Growth and Attestation system will help identify what we know, what we need to learn, and the best ways to move forward in our learning, being supported and encouraged by our learning community. • Kaiako & Kaiarataki will be informed professionals and will be able to support children’s learning. • Kaiako & Kaiarataki will be apt at making fast decisions to address the learning and emotional needs of our tamariki in a timely and affirming manner. • The Tumuaki can attest to kaiako performance against the ‘Our Code, Our Standards’ Criteria and support staff performance against job descriptions.
<p>2. To support and encourage support staff to develop their personal efficacy through appraisal.</p>	<ul style="list-style-type: none"> • Support staff will have an annual appraisal of their performance against agreed criteria. • Support staff will engage in agreed professional development. 	<ul style="list-style-type: none"> • Support staff are supported in their mahi.

Strategic Goal: Grow kaiako/teachers and kaiarataki/leaders pedagogical knowledge, skills and understanding.

What does success look like? Knowledgeable, skilled kaiako/teachers and kaiarataki/leaders with a growing understanding of pedagogy and andragogy.

2025 Personnel Initiatives and Operations:

- Strengthen our normalisation of Te Ao Māori/The Māori World View at our kura/school through the Mana Kura project with Te Kawerau ā Maki.

Competency	Implementation	Outcomes: What does this look like at Henderson Primary School (HPS)?
Ako	Practice in the classroom and beyond - all of us, taking responsibility for our own learning and that of our Māori learners, learning community.	<ul style="list-style-type: none"> · Te Ao Māori at HPS Procedures created through consultation with HPS whānau, keeping Māori learners at the forefront of our minds. · Teachers are guided by and respond to procedures and this can be seen in their interactions with the learners (teachers and whānau are also learners, learning with and being taught by the students). · Provide authentic contexts for learning giving students access to te ao Māori, te reo Māori & tikanga Māori and explore shared values.
Wānanga	Communication, problem solving, innovation - we all participate with learners and communicate in robust dialogue for the benefit of the Māori learners' achievement.	<ul style="list-style-type: none"> · Professional learning and capability of educators is developed. · Implementing a shared understanding of culturally responsive practice. · Engagement of parents, whānau and hapu to promote and support the learning of our children.
Manaakitanga	Values - integrity, trust, sincerity, equity - we demonstrate integrity, sincerity and respect towards Māori beliefs, language and culture.	<ul style="list-style-type: none"> · Great value is placed on being Māori and the unique qualities of being Māori. · Te Reo is used daily. · Māori culture is included in curriculum delivery—karakia, waiata, powhiri. · Māori names are pronounced accurately.
Tangata Whenuatanga	Place-based, socio-cultural awareness and knowledge - we affirm Māori learners as Māori—provide contexts for learning where their identity, language and culture (Cultural locatedness) and whānau is affirmed.	<ul style="list-style-type: none"> · Encouragement to acknowledge whakapapa through research of their own whānau links (pepeha). · Actively acknowledge and act upon the implications of the Treaty of Waitangi, e.g. foster Tikanga, Te Reo Maori, Mana Whenua. · Culturally relevant activities and initiatives.
Whānaungatanga	Relationships - students, school wide, community, with high expectations - we actively engage in respectful working relationships with Māori learners, parents and whānau, hapu and the Māori community.	<ul style="list-style-type: none"> · An open door and inclusive policy, encouraging whānau to walk in and visit at any time. · Regular whānau hui, personal invitations to whānau to come to school. · Respectful relationships are developed and maintained with whānau and hapu. · Positive and affirming interactions with our whānau. · Strengthening Hapu / Iwi relationships: Establish and sustain our Mana Kura partnership with Te Kawerau ā Maki.

Strategic Goal: *Grow kaiako/teachers and kaiarataki/leaders pedagogical knowledge, skills and understanding.*

What does success look like? *Knowledgeable, skilled kaiako/teachers and kaiarataki/leaders with a growing understanding of pedagogy and andragogy.*

2025 Personnel Initiatives and Operations:

- Review HPS literacy programmes.

- Develop and implement HPS Maths programmes.

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<p>1. Ensure all kaiako have the opportunity to engage in corporate and/or individual PD to enhance personal efficacy.</p>	<ul style="list-style-type: none"> • Structured literacy Professional Learning and Development (PLD) is implemented for all kaiako with support from our Liz Kane Literacy facilitator. • The Board will provide financial assistance to support the implementation of Literacy and Maths PLD. • Staff will review our Literacy curriculum and progressions... How's it going? What are the challenges? How can we better support our tamariki? Are there better resources? Is our Literacy plan sustainable? What other options are there to support Literacy? • Staff will develop our Maths curriculum and progressions... How's it going? What are the challenges? How can we better support our tamariki? Are there better resources? Is our Maths plan sustainable? What other options are there to support Maths? 	<ul style="list-style-type: none"> • HPS kaiako are competent and confident in delivery of our HPS Literacy curriculum. • Literacy and Maths PLD is supported. • A structured literacy approach is developed and implemented that enhances our HPS literacy curriculum and progressions. • A Maths programme is developed and implemented that enhances our HPS Maths curriculum and progressions

Strategic Goal: *Grow kaiako/teachers and kaiarataki/leaders pedagogical knowledge, skills and understanding.*

What does success look like? *Knowledgeable, skilled kaiako/teachers and kaiarataki/leaders with a growing understanding of pedagogy and andragogy.*

2025 Personnel Initiatives and Operations:

- On-going engagement with WAPA2020 community of schools.

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<p>1. To improve learning outcomes for all tamariki including Māori & Pasifika learners, tamariki who are under-achieving and tamariki who are excelling.</p>	<ul style="list-style-type: none"> • In partnership with WAPA2020 schools we will continue to share best practice and participate in joint professional development in MASAM* by: <ul style="list-style-type: none"> ○ Trialling new strategies informed by shared best practice literature and research. ○ Prioritise approaches/practices to be used at Henderson Primary School. ○ Reflect and use evidence to evaluate the effectiveness and impact of approaches over time. ○ Adjusting practices on the basis of outcomes. ○ Share successes and findings. ○ Participate in PLG's and engage in 'open to learning' conversations. ○ Participate in ToD's, PD days and Reference Group meetings <p>*MASAM = Māori achieving success as Māori.</p>	<ul style="list-style-type: none"> • MASAM kaiarataki/leaders are developing their practice. • MASAM kaiarataki are sharing best practice with kaiako/teachers. • Tumuaki are supporting/fostering the effective implementation and development of PD foci. • New learning is reflected in school-wide documentation. (curriculum implementation plans and procedural documentation).

Strategic Goal: *Create strong learner focused partnerships with HPS whānau/families*

What does success look like? *HPS tamariki/children, whānau/families, kaiako/teachers and kaiarataki/leaders are partners in empowering learners*

2025 Community Initiatives and Operations:

-Create a high quality learning community by developing strong partnerships with HPS whānau.

-Implement a cycle of regular community consultation with HPS whānau.

-Strengthen our relationship with our iwi, Te Kawerau ā Maki, through the Mana Kura partnership.

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<p>1. A regular cycle of HPS Community Consultation is in place</p> <p>2. Whānau are encouraged to develop strong partnerships with our kura/school.</p> <p>3. Strengthen Te Kawerau ā Maki iwi relationships.</p>	<ul style="list-style-type: none"> • The Board will engage in consultation with their community each term. The 'RAWE' community consultation model will be our framework. The aim is to update the karewa/floats on our 'RAWE' net to reflect all cultures of our kura/school. A suggested cycle for 2025 is... <ul style="list-style-type: none"> ○ Term 2 HPS whānau/fanau Community Consultation talanoa - update aspirations and punga/anchors ○ Term 3 HPS whānau/fanau Community Consultation talanoa - update aspirations and punga/anchors • The Board will engage in consultation with their community (Term 1/4) each year, about our Strategic Goals. • A Whānau Support Group is maintained to promote community spirit by organising a community building event each term. • Establish and maintain our Mana Kura partnership with Te Kawerau ā Maki. 	<ul style="list-style-type: none"> • The diverse range of tamariki and whānau cultures are represented in our kura/school. • The community are consulted and informed about our current Strategic Goals (Term 1/4). • Whānau are seen as partners in our kura/school. • Te Kawerau ā Maki are acknowledged as mana whenua and our kura continues to grow our knowledge and understanding of Te Kawerau ā Maki.

Strategic Goal: *Develop a 'fit for purpose' learning environment.*

What does success look like? *A healthy, safe learning environment is enjoyed by all HPS tamariki/children and kaimahi/employees.*

2025 Property Initiatives and Operations:

- *Implement 5 year agreement (5YA) planned work*
- *Implement HPS 10-year Property Strategic Plan.*
- *Develop flexible learning environments that enhance collaboration.*
- *Develop environmentally sustainable energy sources.*

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<p>1. To ensure the Board maintains school property and plans for future projects based on MoE and local needs.</p>	<ul style="list-style-type: none"> • Ensure the school is painted on a cyclical basis (10 years). • Cesspits, roofs and gutters are cleaned • Relevant TELA laptop leases are upgraded. • Explore upgrades of e-learning digital devices. • MoE 5 Year Agreement & 10 Year Property is completed. • Playground bark and edging upgrade • Liaise with council to check the protected oak on the field 	<ul style="list-style-type: none"> • \$20 000 is set aside for external painting annually. • Teachers have access to laptops. • \$10 000 is budgeted for purchases and 1:1 devices are maintained for Y3-6 tamariki. • Funding is sought for replacement devices. • R1-6 wall linings and toilet upgrade project is completed. • Playgrounds meet safety standards. • The protected oak is cared for and safe.

Strategic Goal: *Ensure our kura/school is financially stable.*

What does success look like? *A financially stable kura is empowered to support teaching and learning.*

2025 Finance Initiatives and Operations:

- Develop and implement HPS 10 year Finance Strategic Plan.

- Establish and implement financially sustainable practices.

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<p>1. To ensure the school uses its funds to support learning and teaching now and in the future.</p>	<ul style="list-style-type: none"> • The Board will add to our reserve annually (\$20 000) to cover risks such as: personnel issues, property issues and special projects. The intention is to have funding to repaint our kura in 2028. • The Board spends operational grants appropriately. • Asset replacement is calculated into annual budgets • Fundraising grants are sought for approved projects. • Uncommitted funds are identified and monitored. 	<ul style="list-style-type: none"> • The school has a reserve fund of \$190 000. • An annual operational budget balance is maintained at zero. • Depreciation is monitored and allowed for in the budget. • Seek funding for Board approved projects. • Uncommitted funds are used for Board approved projects.

Te Kura o Te Kōpua

HENDERSON PRIMARY SCHOOL

2025 Evaluation and analysis of student progress and achievement.

At Henderson Primary School we have put in place systems that have our vision and values at the heart of our decision making processes. We aim to set our tamariki up for continual improvement as part of our Strategic Goals and Annual Plans. We have in place hui where we regularly evaluate and analyse our curriculum delivery to identify what works well and what our next steps for improvement are. Our Learner Profile encompasses everything our tamariki need to...

Face the future with confidence.

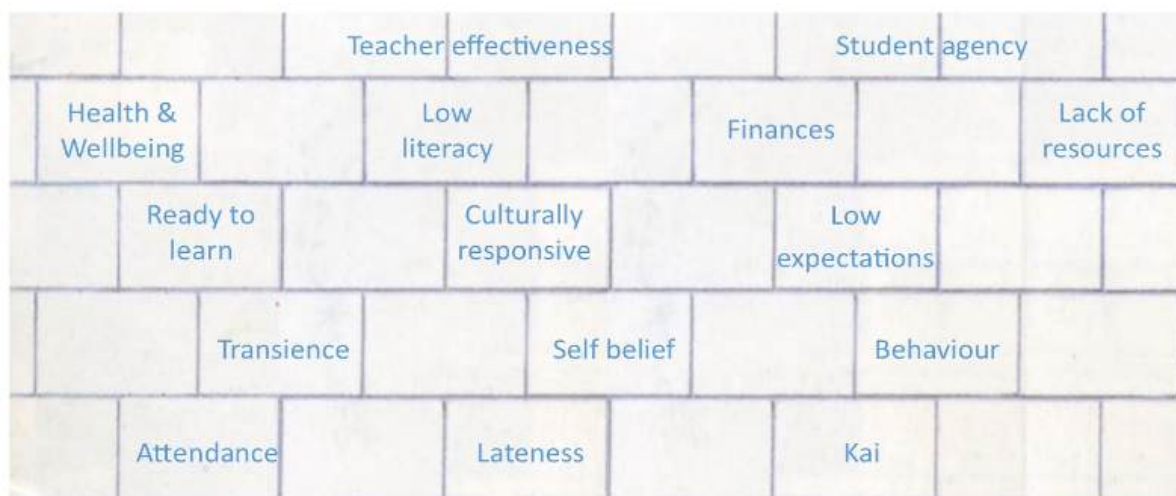
Kia matakite! Kia māia!



Our local curriculum:

Each year, we gather whānau, tamariki and kaimahi voice to capture what is valued and this helps inform essential elements of our local curriculum. We have noticed that our tamariki are more engaged in their learning as the mahi and inquiry are more relevant to them and their whānau. We have continued our partnership with local iwi Te Kawerau ā Maki through the Mana Kura project. This will enhance the mahi we have already done as part of our Māori Achievement Collaboration (MAC) professional learning.

Barriers to Learning



Attendance is the first barrier to learning. Our belief is that there is a strong correlation between attendance and achievement levels. We follow up with families when children are away and school has not been notified. We also continue to engage Attendance West to support families where absenteeism persists. Our school goal is 95% attendance for all tamariki...

% of 1/2 days attended	Number of days absent	Equivalent time over a school year	Equivalent time over 5 school years
95%	2 and 1/2	2 weeks (10 days)	10 weeks (50 days or 1 term)
90%	5	4 weeks (20 days)	20 weeks (100 days or 2 terms)
85%	7 and 1/2	6 weeks (30 days)	30 weeks (150 days or 3 terms)
80%	10	8 weeks (40 days)	40 weeks (200 days or 1 year)

The cost of living crisis impacts everyone and has significantly affected many of our school families. This year we have had an increase in the number of children and families receiving support through our SWIS (social worker in schools), Variety sponsorship, food parcels and other channels of support.

Teacher Efficacy

We continue to develop our teacher efficacy by building our shared understanding and use of our Henderson Primary School literacy and numeracy learning progressions. These learning progressions are used with and by students to promote student agency.

This year we continued to engage in professional learning and development in literacy through a Structured Literacy approach. In 2026, we will review our mahi to date on Literacy and focus on Mathematics. This mahi has been supported by the Board's investment in resources.

We are continuing our Digital Technologies learning, which supports teachers with ways to incorporate digital technologies into their teaching and learning programmes.

Analysis of 2025 Achievement Data

In 2025 40% of our tamariki/children were identified as ESOL (English as second or other language). Our analysis identified one key deliberate action which promoted improvement... Learning Support Workers (LSW). Strong learning support interventions were put in place for special needs students and students who required additional support. The Board also made a significant investment in supporting the employment of LSW in each team. These LSW are able to provide individual and small group targeted interventions across the school. Analysis of the data below has informed our 2026 professional learning focus. In 2026 we will continue our strengthening of teacher efficacy in Literacy and initiate a focus on teacher efficacy in Maths.

Henderson Primary 2025 Reading OTJ

At mid year 29% of HPS students were at or above the expected level in Reading.
At mid year 18% of Year 6 students were at or above the expected level in Reading.

	1B	1A	2B	2A	3B	3A	4B	4A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	100% (8)								0%	0%	100% (8)	0%	4% (8)
Y1	100% (30)								0%	0%	100% (30)	0%	14% (30)
Y2	100% (31)								0%	100% (31)	0%	0%	15% (31)
Y3	13% (3)	21% (5)	38% (9)	29% (7)					0%	33% (8)	38% (9)	29% (7)	11% (24)
Y4	16% (5)	9% (3)	13% (4)	59% (19)	3% (1)				25% (8)	13% (4)	59% (19)	3% (1)	15% (32)
Y5		26% (10)	29% (11)	21% (8)	21% (8)	3% (1)			55% (21)	21% (8)	21% (8)	3% (1)	18% (38)
Y6	4% (2)	9% (4)	20% (9)	35% (16)	9% (4)	20% (9)	4% (2)		67% (31)	9% (4)	20% (9)	4% (2)	22% (46)
Total pupils	38 % (79)	11 % (22)	16 % (33)	24 % (50)	6 % (13)	5 % (10)	1 % (2)		29% (60)	26% (55)	40% (83)	5% (11)	(209)

At the end of the year 45% of HPS students were at or above the expected level in Reading.
At the end of the year 24% of Year 6 students were at or above the expected level in Reading.

Henderson Primary 2025 Writing OTJ

At mid year 22% of HPS students were at or above the expected level in Writing.
At mid year 2% of Year 6 students were at or above the expected level in Writing.

	1B	1A	2B	2A	3B	3A	4B	4A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	100% (8)								0%	0%	100% (8)	0%	4% (8)
Y1	100% (30)								0%	0%	100% (30)	0%	14% (30)
Y2	73% (22)	27% (8)							0%	73% (22)	27% (8)	0%	14% (30)
Y3	17% (4)	25% (6)	54% (13)	4% (1)					0%	42% (10)	54% (13)	4% (1)	12% (24)
Y4	13% (4)	28% (9)	22% (7)	38% (12)					41% (13)	22% (7)	38% (12)	0%	15% (32)
Y5	3% (1)	24% (9)	45% (17)	21% (8)	8% (3)				71% (27)	21% (8)	8% (3)	0%	18% (38)
Y6	7% (3)	9% (4)	22% (10)	30% (14)	15% (7)	13% (6)	2% (1)	2% (1)	67% (31)	15% (7)	13% (6)	4% (2)	22% (46)
Total pupils	35 % (72)	17 % (36)	23 % (47)	17 % (35)	5 % (10)	3 % (6)	0 % (1)	0 % (1)	34% (71)	26% (54)	38% (80)	1% (3)	(208)

At the end of the year 39% of HPS students were at or above the expected level in Writing.
At the end of the year 17% of Year 6 students were at or above the expected level in Writing.

Henderson Primary 2025 Mathematics OTJ

At mid year 30% of HPS students were at or above the expected level in Mathematics.
 At mid year 17% of Year 6 students were at or above the expected level in Mathematics.

	4A	4B	3A	3B	2A	2B	1A	1B	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0								100% (8)	0%	0%	100% (8)	0%	4% (8)
Y1							3% (1)	97% (29)	0%	0%	97% (29)	3% (1)	14% (30)
Y2							10% (3)	90% (27)	0%	90% (27)	10% (3)	0%	14% (30)
Y3					8% (2)	50% (12)	38% (9)	4% (1)	4% (1)	38% (9)	50% (12)	8% (2)	12% (24)
Y4					34% (11)	56% (18)	3% (1)	6% (2)	9% (3)	56% (18)	34% (11)	0%	15% (32)
Y5				21% (8)	16% (6)	34% (13)	3% (1)	26% (10)	63% (24)	16% (6)	21% (8)	0%	18% (38)
Y6	2% (1)	4% (2)	15% (7)	26% (12)	24% (11)	17% (8)		11% (5)	52% (24)	26% (12)	15% (7)	7% (3)	22% (46)
Total pupils	0 % (1)	1 % (2)	3 % (2)	10 % (20)	14 % (30)	25 % (51)	7 % (15)	39 % (82)	25% (52)	35% (72)	38% (78)	3% (6)	(208)

At the end of the year 41% of HPS students were at or above the expected level in Mathematics.
 At the end of the year 22% of Year 6 students were at or above the expected level in Mathematics.

HENDERSON PRIMARY SCHOOL

Face the future with confidence.

Kia matakite! Kia māia!

How we have given effect to Te Tiriti o Waitangi

To uphold the principles of Te Tiriti o Waitangi within our kura/school, we commit to fostering an inclusive and culturally responsive environment where the values of partnership, participation, and protection are honoured. Our goal is the normalisation of Te Ao Māori/ Māori world view. This involves integrating Te Tiriti principles into our curriculum, policies, and practices, ensuring equitable access to education for all students regardless of their cultural background.

We are working in partnership with Te Kawerau ā Maki iwi, who are mana whenua, through our Mana Kura project. We continue to engage with our Māori whanau/families, valuing their perspectives and contributions in decision-making processes.

Through ongoing professional development and reflective practices, we strive to deepen our understanding of Te Tiriti o Waitangi and its implications for our school community, promoting mutual respect, understanding, and reconciliation.

Deliberate actions we have taken;

- Entered into partnership with mana whenua Te Kawerau ā Maki through the Mana Kura project
- Consult with our community about how to best incorporate our name in Te reo Māori “Te Kura o Te Kōpua” gifted to us by Te Kawerau ā Maki
- Implementation of tikanga into school routines (school wide karakia, pepeha, pōwhiri, kawa, whakatauaki, kupu that can be used in classes)
- Support staff to complete introductory Te Reo
- Analysis of practices that make a difference for Māori students (those working at expectation)
- Development of Māori language strategy and Māori language progressions
- We aim to maintain as diverse a staff as possible. We attempt to ensure that we have a diverse candidate pool when employing new staff, including kaiako Māori
- We ensure our staff receive regular professional learning in Te Reo Māori and Tikanga Māori so they can honour their responsibilities under Te Tiriti o Waitangi.
- Our tumuaki is part the Māori Achievement Collaborative and all kaiako benefit from regular professional learning with our facilitator.
- We ensure that Te Reo Māori is used in all classes at least 3 hours per week
- We regularly consult whānau both formally annually and informally through termly whānau hui

Presiding Member



Samantha Houghton

Principal



Tony Biddick

HENDERSON PRIMARY SCHOOL

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Kia matakite! Kia māia!

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Following our school Employment & Personnel Policy and all relevant Employment guidelines, and OHS Policies,
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	All reasonable steps being taken to comply in full with the terms and conditions of the various collective employment contracts, and any individual contracts, that cover employees at the school. Non- discriminatory appointments procedure, performance based training needs, accessible complaints procedures are in place to ensure principles of equal employment is practiced.
How do you practise impartial selection of suitably qualified persons for appointment?	Following the recruitment procedure.
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	Following the NAG 3 rules in relation to board and management legal responsibilities for personnel and employment matters, industrial policies, and being a good employer. (School Charter) Adhering to Fair employment opportunities rules. (School Charter)
How have you enhanced the abilities of individual employees?	Need based training and performance management for each staff member
How are you recognising the employment requirements of women?	Following the NAG 3 rules in relation to board and management legal responsibilities for personnel and employment matters, industrial policies, and being a good employer. Adhering to Fair employment opportunities rules. (School Charter)

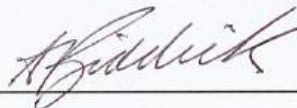
How are you recognising the employment requirements of persons with disabilities?	Following the NAG 3 rules in relation to board and management legal responsibilities for personnel and employment matters, industrial policies, and being a good employer. Adhering to Fair employment opportunities rules. (School Charter)
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

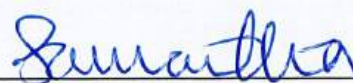
Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Signatures

Principal
Anthony Biddick



BOT Presiding Member
Samantha Houghton



Dated

31th March 2025

Henderson School

KIWISPORT NOTE 2025

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$ \$3,343.24 (excluding GST). The funding was spent on sports equipment and activiites. The number of students participating in organised events was 100% of the school roll.



Tony Biddick

Principal